THE JOURNAL OF EDUCATION

Vol. 119 MARCH 2, 1936 No. 5

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A Hobby for Each Child

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The Keynote of Successful Schools

W. B. McPHERSON

The Teacher As a Social Factor

GRACE E. INMAN

The Origin of Arbor Day

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.
Index to Journal of Education is published annually with the last issue in December. The contents are listed in **Education Index.**

The Editors Say...

Our grapevine telegraph brings word that school folks all over the country are increasingly enthusiastic about The Journal of Education, and are telling their friends about it. We always did like the "good neighbor policy."

Thanks for your many good letters—both the confidential ones and those submitted for publication.

That case of the fifth grade teacher who wanted to study French, became the topic of a lively discussion. See *Reader Viewpoints* on pages 144 and 145. Other typical answers will be presented later.

•

An important new service for our readers is announced on the inside back cover. Don't overlook this!

•

Our next issue will contain a report of the St. Louis meeting of Superintendents. In that same issue will be handed down the decree of the judges in our Short Story Contest—with, no doubt, one of the winning stories.

•

Treasure Hunt

No, siree! Captain Kidd has nothing to do with these verbal treasures in the Treasure Hunts. Nothing is really hidden, either. The doubloons and pieces of eight are right out in the open—in an advertisement in this issue on page—oh, that's your little puzzle. March wind must have blown the letters into this mixup:—

YINDHSPYOWLPJEHOHEO'S

Discover the series of three words containing those letters. Name the advertisement in which they occur. Promptly propel your gleeful revelation into the nearest mailbox. If yours is the number one discovery from your State—our Guardian of the Treasure will credit you with a four months' subscription to this magazine; for yourself if you haven't been too selfish that way of late; otherwise for a friend.

Address Journal of Education Treasure Hunt, Six Park Street, Boston. No use mailing the answer after March 25. *So, hurra!*

February 3 answer was "purposeful self-activity" on page 64 of that issue.

FOR TEACHERS OF ENGLISH

(who wish to follow
"The Report of the
Curriculum Commission")

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THIS New Series is a Distinct Contribution to Educational Thought and Practice. In agreement with the Report, the books of this series make use of the normal activities and social experiences of boys and girls in developing their ability to speak and write correctly and effectively. Through the motivation and guidance supplied in ***English Activities,*** the pupil is led (1) to desire to express himself, (2) to plan what he shall say, (3) to carry out the attempt and (4) to appraise what he has done.

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By W. WILBUR HATFIELD, *Editor of* THE ENGLISH JOURNAL, *Head of the Department of English of the Chicago Teachers College, and Chairman of the Curriculum Commission of the National Council of Teachers of English,* E. E. Lewis, *Professor of Education, Ohio State University, and* ***several other authors actively engaged in teaching***

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 119 Boston, March 2, 1936 Number 5

World at Lessons

A Multilateral Treaty

AS CITIZENS, what should be our attitude toward the Constitution?

We hear civic and political leaders either glorifying the Constitution as something to be worshiped, or making disparaging remarks about those who do thus venerate our fundamental law.

Would it not help a little if we were to cease likening the Constitution to the Bible; stop calling it either inspired or uninspired; and begin to view it as what it really is—a *contract* and a *treaty* duly signed and ratified by forty-eight states?

Those who refer lightly to the Constitution might cease to do so if they were to regard it in the light of a solemn agreement, a basic undertaking which is binding upon the States and upon the Federal Government also.

The interpretation of a contract must often be determined by a court. To suppose that some other branch of government may just as well perform this function is to shift that responsibility where it does not belong, and to inject chaos into a situation which may otherwise be orderly and lawful.

If the Contract of the States which constituted and maintains the Federal Government proves ambiguous or unduly restrictive, the pathway to amendment lies always open. If Americans reverence the Constitution, it is—or ought to be—because they respect a solemn agreement under which many sovereign units have learned to work together in reasonable harmony for the good of all concerned.

• • •

Imparting Power

GREATER than he that taketh a fortress is he that teacheth a child how to study.

Any reasonably good teacher can help a child over a specific state of bewilderment, can show him how to solve a certain problem which has baffled him, can even help him to assimilate a small collection of facts or statements in a book.

A far harder thing it is to do this in such a way as to equip the child to do a similar piece of work or one even more difficult the next time without assistance.

This subject is constructively handled by Superintendent Irl H. Dulebohn in his paper elsewhere in this issue. "Helping Henry" is a great privilege—if one really helps him and does not make him still more dependent on the hints and efforts of others.

Teaching a child how to study is an art which cannot be learned from books. It is too much an individual problem. It calls for keen insight into the mind of the learner, observation of his habits of study or his methods of attempting the task. It calls for the right amount of encouragement, the right suggestions, the right ironing out of mental quirks and kinks.

The teacher who teaches how to study makes a memorable contribution.

We never forget the teacher who first taught us to study or to think.

• • •

Unmuzzled Press

IN A SUPREME COURT decision which is refreshing because of its unanimity, a Louisiana law aimed at restricting the freedom of the press has been overthrown.

The law, enacted while the regime of the late Huey Long was at its highest point of tyranny, imposed a 2 per cent. tax on advertisements in all newspapers having 20,000 or more circulation. The obvious intent of the tax was to weaken the position of the larger and more influential newspapers of the state.

Legislative infringements upon liberty of utterance strike at the very roots of human liberty by destroying access to facts and opinions which the citizens must have if they are to make intelligent choice of rulers or wise determinations of public policy.

On the other hand—while freedom of the press and of public utterance must be vigilantly guarded, there is an implied responsibility of all who exercise such liberty to do it conscientiously and in the public interest rather than follow the dictates of commercial gain or those of special privilege in any form.

Economic Ice Jam

MANKIND is paying a high price for that ignorance or folly which checks the proper distribution of purchasing power among all the people of all the lands.

Artificial holding up of prices—by monopolies, agreements, excessive tariffs and other contrivances, is at the bottom of most economic troubles today.

Nations, like individuals, have a strong natural urge to self-preservation. To many of them the way to achieve this appears to be through the attainment of national self-sufficiency. Yet this is a sheer impossibility. Even the possession of colonies cannot bring it about. And trade barriers—high taxes on imports, quotas, juggling with monetary and exchange systems—chiefly result in raising the cost of living for the people of a nation that relies unduly upon such devices.

The masses of people everywhere, through ignorance, prejudice, misinformation and half truths, perpetuate a situation which whole truths and unbiased thinking could greatly ameliorate.

A freer and easier interchange of goods, at home and abroad, accompanied by a relaxation of distrust and fear, would do miracles in the healing of worldwide complaints.

• • •

A Jingoistic Joke

BOTH Tokio and Moscow must have taken a few moments off from their bilateral rivalry to smile over that utterance of Senator J. Hamilton Lewis of Illinois in the Senate of the United States. The notion that Soviet Russia and Japan are about to join forces against the United States is indeed fantastic. There have been some queer mergers, but that would be the queerest yet.

Japan sees Russia sprawling out across northern Asia and penetrating large sections of China in a fashion that threatens Japan's own ambition to dominate the Far East. Clashes between Russian and Japanese troops along the line that separates western Manchoukuo and Outer Mongolia have been so serious as to require much self restraint in the capitals of both major powers.

Japanese and Russian political ideals are as far apart as the Poles. Japan might conceivably ally herself with Germany or Poland in an effort to conquer the Soviets and drive them out of eastern Asia before Moscow can render her Pacific frontiers impregnable; though Japan has already bitten off enough new territory in Asia to occupy her energies and resources for the next few years without going to war with Russia.

As for Japan and Russia forming an alliance against the United States—such talk will be forgotten as soon as the billion dollar defence program gets through Congress.

• • •

Jobs as Crime Cure

INABILITY to find employment is undoubtedly one important factor contributing to crime. It is one reason why so many young persons, at a time when they should be occupied with useful work, enter careers of thievery and violence.

Furthermore—when a prisoner has served a term behind bars and is released, an even greater difficulty in finding employment at some honest work, frequently causes his quick return to criminality. Our first offenders become second, third, fourth and fifth offenders. Their return visits crowd all our penal institutions.

Might it not pay society to establish permanent, state-conducted industries, to give employment to at least a portion of the population which, when unemployed, becomes an enemy of the organized community?

The objection will be advanced that there is little which a publicly owned industry can produce that does not conflict with private industry.

Still—there are numerous state institutions and individual wards and pensioners of the State, for whom State industries could raise or manufacture necessities.

Obviously it would be unwise to mix ex-prisoners with innocent young people in the same state-operated enterprises.

State industries have usually proved expensive to run. But so have prisons!

• • •

We Wrote Badly

IT MAY not be good form to reproach ourselves in public, but we are going to do it. The charge we make against ourselves is that of having left our meaning in a recent editorial open to misconstruction. The editorial in question was that entitled "We, Some People." It appeared in our issue of February 3.

A person who happened to read that editorial hastily, or who did not follow it to the end, might have assumed that our paraphrase of the Preamble to the Constitution was a restatement of that famous passage as we ourselves would like to have it restated.

It was, of course, quite the opposite. We were trying to point out how injurious to the general interest and welfare is the practice of grabbing all that can be grabbed for one's group or section.

Anson W. Belding

HELPING HENRY

Third in the "I Wish My Teachers Wouldn't" Series

By **IRL H. DULEBOHN**

Superintendent of Schools, Ramsay, Michigan

NO, not complaining at all. My teachers are as good as the average. I like to think they're a bit above since I helped select most of them. Still, as I make the rounds I can't help noticing things I wish they wouldn't do. For example:—

Third grade reading. Henry, none too good to begin with, is making slow work of it. Presently he stops and hoists distress signals. The word is catalog. Henry should know, but he doesn't.

"Help him, children," encourages the teacher. Eager hands wave. The word is pronounced. Henry plods on until there is another pause and another S.O.S., another "Help him, children." But do they help him? Or do they only hinder? Let us consider the matter.

Such a procedure does, I concede, expedite the lesson. Without a boost of some sort, Henry might have stood there until long past lunch hour. And I suppose the practice of calling upon the class in such unexpected moments does pin to their respective pages some pairs of eyes that otherwise would wander. But, after all, Henry is the one who merits our concern; not the convenience of the teacher or the boredom of the rest of the class. What about Henry and the ultimate effect of such so-called assistance upon him?

After watching a succession of Henrys plod their way through third and fourth and fifth and sixth grade reading and beyond, I am pretty well convinced that this matter of helping Henry in this fashion does Henry little if any good and a very great deal of harm. Unless a kindly heaven of a wise superintendent interposes a real teacher, one who can teach instead of tell, Henry becomes handicapped with a habit that hampers him, not only for reading but also for life.

Telling is not teaching. Help, so called, sometimes hinders. The teacher I prefer would not have told Henry the word. She would have written *cat a log* upon the blackboard, pointed out the familiar words within the unfamiliar one, and marked the syllables.

"Catalog," Henry would have said after a moment's pause.

It is gratifying indeed to see children develop in power under real teaching. I do not enjoy watching the teacher who merely tells.

ARITHMETICAL APPLES

A thought problem in arithmetic. Six boys—twenty-four apples—how many for each boy? That is the substance of it.

"One hundred forty-four," announces Henry after a long struggle with pencil and paper.

"Wrong," says the teacher. "You worked the problem the wrong way. Don't you remember how I showed you yesterday?"

Henry doesn't remember.

"Think a moment," encourages the teacher. "One boy would have fewer than all of them together, wouldn't he?" Henry nods affirmatively.

"S-subtract," he hazards, then reading reproof in the teacher's face, he tries

"Divide."

"Certainly," approves the teacher, pleased at this false dawn of apparent intelligence. "Now do it over."

Helping Henry? No, real help must plow a bit deeper. Henry's mind is still a maze in his effort among the processes so recently placed at his disposal. Add, subtract, multiply or divide! Which shall it be? Having neither time, ability nor inclination to reason the matter through he resorts to guessing, searching for clues, meanwhile, in the teacher's face, voice and manner.

No, the teacher who emphasizes processes and rules, and who is satisfied when the correct answer is returned to her, no questions asked, deprives Henry of the satisfaction of seeing the logical solution clearly. In a subject which calls for logic and decision she promotes uncertainty and indecision. She fixes still more firmly Henry's hampering habit of waiting to be helped.

I prefer the teacher who is concerned not so much with the correct answer as with the process by which Henry arrives; who treats thought problems as structures, to be built logically, step by step; who teaches her Henry to choose processes as a builder chooses tools, according to the operation to be done. True, progress is slow at first. Henry must be taught to read understandingly, to reason logically. This done, progress is rapid and certain.

Help of this sort endures not only through mathematics courses but throughout his life.

IN HISTORY CLASS

A history class. Henry has plodded his dubious way into the seventh grade, and is now hopelessly lost in a wilderness of discovery, exploration and colonization. Again he hoists his well-worn distress signal, and again the teacher moves to the rescue.

"Why, Henry," she admonishes, "don't you remember your outline?"

Modestly, Henry admits his guilt. Again the familiar routine; Jamestown, English, 1607; Plymouth, English, 1620. And so on until the teacher is tired, and Henry is weary of history.

Make no mistake. Outlines and similar devices are no doubt useful enough in their place. Dates are dates; facts, facts, and as such are useful. But to feed the beginning student of history with such unpalatable fare is to discard flesh, dressing and gravy from the Thanksgiving turkey, and serve only bare bones. Such a method is, again, help wrongly applied. It serves no good purpose. It creates a dislike for history that lasts through life unless, again, heaven sends a teacher who knows that the first task of a history teacher is to interest her pupils and who possesses that rare ability to unroll the past as a film and make it live and speak again in the minds of her students.

The love for stories is almost inherent in children. The child who does not crave them is a rarity. History rightly presented is a story more fascinating than fiction, yet the child who loves history is, strangely enough, rare. Why? Because in the average history course, flavor and color, flesh and food have been cast aside. Only the bare skeleton remains. Condensed to make it easy to remember! It should be expanded with biography and incident until it is too interesting to forget. That is the way history should be taught.

I do not care for the teacher who wastes her time and the time of her class picking at the naked skeleton of history that is found in most history textbooks. Give me that rare soul who, through sheer ability, clothes that skeleton again with seasoned and palatable flesh, which even Henry can enjoy and assimilate. Under such teaching history becomes a feast instead of a farce. Henry is helped, not hindered.

IN THE WORKSHOP

Wood working class. Henry, who has now plodded his way to the eighth grade, is again in trouble. Once more he hoists his worn distress signal:—

"How do you do this?" he inquires.

"I'll show you," volunteers the teacher, and before he has finished showing Henry, the operation has been practically completed, not by Henry, but by the teacher who "helped him." Later Henry is finishing his project.

"That won't do," says the teacher. "Here I'll help you." In order that the project may in some measure be presentable in the public eye the teacher covers as best he can Henry's most glaring errors and carelessness with his own workmanship.

Helping Henry? Well, it gets the project done. Henry has something to show in the spring exhibit and later to take home. But as for Henry, he is handicapped still further with his old harmful habit of leaning instead of learning, of hitchhiking his way.

I prefer the manual arts teacher who, when teaching, seldom touches his hands to a tool. I prefer one who instructs his pupils by word of mouth, who corrects their errors the same way, but who makes them do their work themselves. True, —progress, as measured by completed projects, is slow at first. Much wood is spoiled. The exhibit in the spring will be minus a few pieces that otherwise would be there. But Henry, well, at least he will have learned to stand on his own two feet, to think out his own problems in some measure, to do his work with his own two hands, to abide by his own results, even as he must do in later life.

No, help is not always helpful. Sometimes, in the long run, the teacher helps Henry more by seeming not to help, by letting Henry learn to help himself. Unless I am mistaken these Henrys are the chaps who are continually hanging round the edges of life waiting for someone to help them over the hard places. Hitch-hikers on life's highway, possessed of indecisions instead of initiative—Henrys waiting to be helped.

As educators, ours is not the function to win adherents to our views on specific solutions or to organize people within forums and classrooms for reforms by which to liberate the world from the evils we suffer. Ours is the job of educating youth and, if given the cherished opportunity, of guiding adults in the ways of free and open inquiry. For this is the conviction of liberalism—that if the people know how to think clearly, have opportunity to share their views, and have access to the facts, they will liberate themselves.

—John W. Studebaker, United States Commissioner of Education.

A Hobby for Each Child

By NICHOLAS J. OGANOVIC
Grade-Junior High School Principal
Lakefield, Minnesota

How the small school may stir the latent interests and capacities of the individual pupil

WE shall define an abnormal child as one whose intelligence deviates from normal; for further clarification, one whose Intelligence Quotient is other than 80-120. One may ask: "Why make any provision for such a child?" With our curriculum crowded to the maximum with academic subjects, hasn't a child sufficient work to do? The answer is both in the negative and the affirmative. We find children in every heterogeneous group in a small school whose intelligence quotients vary from 70-140. Allowing for the superior teacher's three level assignments and individual progress, we still find a student whose intelligence does not permit him to master those necessary fundamentals. On the other hand we also find the brilliant one whose intelligence permits him to master anything that he may encounter. When we find an exceptional child who can master any form of subject matter, and still have time to spare, we should then be willing to allow that child to utilize his time as he sees fit under teacher guidance. The question arises: "How can it be done?" I shall endeavor to illustrate what we are doing in Lakefield, Minnesota, a farming town of 1,300, with approximately 500 enrolled in the entire system.

With the co-operation of Harold C. Bauer, the superintendent, we submitted a questionnaire to the seventh and eighth grades. Of many questions that were asked, here are the ones that are pertinent to our problems:—

1. Name.......... Age....
2. M.A. ...... I.Q. ......
3. What subject do you like best? ....
4. What subject do you like least? ....
5. Are you planning to finish high school? ....
6. Are you contemplating going to college? ....
7. What activity do you enjoy doing most? ....
8. What would you enjoy doing most in school if it were possible? ....

After tabulating these results we then made case studies of each abnormal child. We then organized our curriculum so that we had one hour a week in each grade devoted to "Hobbies." A hobby we defined as any worthwhile recreational pastime. Our objectives for our work are:—

1. To provide activity for the superior child.
2. To provide activity for the mentally retarded child.
3. To provide suitable activity to keep children in school.

Our procedure was as follows:—

Each child was expected to engage in some worthwhile activity besides academic betterment. We found that forty-five students had some recreational pastime while twenty-four students had no interests developed. Through consultation with the students we discovered some interest and developed it. Today we have every child in the seventh and eighth grades working on an activity in and out of school. Weekly progress charts are kept by the teacher to ascertain the development of the activity. All the students work on these activities during "Hobby Period" once a week. The mentally gifted child enjoys his activity during hobby period, and every other period of time when his academic work is what it should be for his ability. The retarded child is taken care of in this manner (case study):

1. Name, *Amy Jones.* Age, *14*
2. M. A., *10-11.* I. Q., *78*
3. What subject do you like best? *History*
4. What subject do you like least? *Mathematics*
5. Are you planning to finish high school? *No*
6. Are you going to college? *No*
7. What activity do you enjoy doing most? *Tennis*
8. What would you enjoy doing most in school if it were possible? *Sewing*

With the aid of the above questions a teacher can determine what a child's interests are. The teacher or principal arranges for a conference with the parent. When the problem is stated in the interests of a child, the parent readily sees the necessity for the following adjustment. The child drops one or two classes in which he is a scholastic failure. He is then allowed to work on his hobby during these periods and the regular hobby period. The child is allowed to work in the manual arts room if necessary. A child's interest in his hobby soon solves the problem of discipline. Under no circumstances is a child allowed to drop English, reading and spelling. These subjects are an absolute necessity in everyday life. A child gains something practical in these classes by just being "exposed" to them.

The pupil progress chart for four months shows the following information:—

1. The pupils are engaged in sewing, electricity, drawing, making scrapbooks, soap carving, radio construction, stamp collecting, creative writing, knitting, booklet construction, knot construction, and model airplane building.
2. Radios have been built, electric motors repaired, aprons made, model airplanes constructed, table scarfs made, rugs hooked, and box furniture constructed.
3. Students who showed no interest in school now display enthusiasm to a marked degree.
4. Seven mentally handicapped students were dropped from various classes.
5. Retarded students enjoy the social contacts with fellow classmates. Retarded students are not segregated into special classes. Thus no one is isolated and frowned upon.

Our belief is that every small school can provide for the abnormal child. We owe it to the child to develop whatever latent talent he possesses.

The Keynote of Successful Schools

By W. B. McPHERSON
Superintendent of Schools
Upsala, Minnesota

Only where administrators and teachers work in harmony can best results follow for the boys and girls

CO-OPERATION in the fullest sense of the word is the keynote of all teacher-administrator relationships. The greatest professional sin of either is to fail to co-operate with the other.

In the first place they must co-operate in the public relations program of the school. No amount of administrative flimflam can take the place of a good school in impressing the public with the values of education. No way has yet been found to develop a good school without good classroom teachers. Much of the work of preparing pageants, programs, and other material for a school publicity program must be done by the teachers. Administrators too often fail to give teachers proper credit for this work. Too much do we superintendents talk of "my school" or of "my educational policy" instead of "our school" or of Miss Teacher's fine piece of work.

Superintendents have the right to expect growth through professional reading on the part of teachers under their supervision. A teacher who neglects such reading is fast stagnating. On the other hand teachers have the right to expect a small but well selected professional library in the school. One of the best ways for a supervisory officer to encourage professional reading is for him to call the attention of the teachers to professional magazine articles of special merit or interest.

DISCIPLINE IMPLIES TEAMWORK

One of the most important problems of co-operation concerns discipline. Here the co-operation should usually be kept well in the background. It is needless to say that a teacher should always be supported by her superintendent or principal in any disciplinary situation. A word of caution to teachers however—do not get the habit of "sending to the office" pupils who are minor problems. This treatment should be a last resort and reserved for real problem cases only.

The teacher has a right to expect that she will be provided with sufficient good, modern materials of instruction for her classes. No superintendent can expect a teacher to do the best possible teaching without these. On the other hand the teacher should most certainly use carefully and intelligently those materials with which she is provided.

After an official classroom visit the supervisor should be as careful to discuss the merits of a teacher's efforts with her as he is to discuss her weak points. Too often we look only for faults and as a result fin only faults. A post-visitatio conference with such a supervisor has all of the cheer and hope of a post-mortem. It is poor supervisor who canno recognize a fine piece of wor done by a teacher and commen upon it. Teachers should recog nize that supervisors do no want to be considered "boge men" whose step outside th classroom door should be th immediate signal for a strained, cautious, unnatural attitude on the part of teacher and pupils. Teachers should realize that criticisms given by supervisors are meant kindly and should be taken in the same spirit and intelligently followed.

BREAKING IN THE NEW TEACHER

Special emphasis needs to be given to the need for co-operation between school officials and teachers who are new either to the particular school system or to the profession. The inexperienced teacher faces problems which require her utmost efforts, abilities, and tact to handle. The giving of kindly advice or a word of praise or encouragement by a superintendent at the right time may make an inexperienced teacher a success. Failure on his part to do this often leads to the teacher's failure. Not only does she need guidance in school matters but in social matters also. A few years ago I learned of the case of a certain young teacher who had not been reelected at the end of her first year's teaching. She was "peppy" and somewhat careless in her manner and social attitudes. Early in the school year, she gave offence socially to the people of the small town in which she taught. I am certain that she was neither bad, incompetent, nor reckless. When she was told by the superintendent that she was not to be rehired, she bitterly exclaimed: "Why did you not tell me I was doing wrong?" Too often this has been the tragedy of teaching failures—no supervisor told them they were doing wrong.

A new teacher should be told what the school authorities expect of her professionally, and what the community expects of her socially. She has a right to be given sound, constructive aid instead of maudlin sympathy in handling her problems of adjustment. However, supervisors have the right to complain if teachers do not freely bring their problems to them for discussion. A superintendent must know what problems are arising or he will be unable to give his teachers the necessary backing in handling them.

SHARING THE EXTRA WORK

There are certain definite things which are uniformly expected of each teacher—punctuality, careful attention to the physical conditions in her room, cheerful assumption of hall discipline and other somewhat unpleasant routine duties, are a few of these. It is certainly not unfair to ask that each teacher be physically and mentally fit for each day's work, and that she have a definite, well thought-out plan for the instruction of each class. It is only fair to expect that a teacher will put her job above social engagements and pleasures.

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One especially vexatious problem arises when two teachers find it difficult to cooperate with each other. Usually their petty quarrels and bickerings bear most heavily upon the supervisors. In passing it might be mentioned that these troubles often arise out of some question concerning the responsibility for handling extra-curricular activities. It should be unnecessary to have to write a clause into a teacher's contract that she must "assist with extra-curricular activities." Such work should be considered as much a part of a teacher's job as teaching arithmetic or science.

GLADLY RECOMMEND

Finally, superintendents should develop and keep a professional attitude towards teachers who are seeking promotion through transfer to another school system. It should be a point of pride to a superintendent that teachers have developed under his supervision so that they are fitted for better positions. To the teacher seeking a new position the "official superiors" owe fair, honest, and well balanced recommendations. The teacher should not be made to feel, "If I apply elsewhere and he knows it I will not be rehired here."

PULL TOGETHER

In conclusion, from the first day of school to commencement day, from inexperienced teacher to teacher nearing retirement age, from day's end to day's end the keynote of administrator-teacher relationships is co-operation.

There is no more pathetic spectacle than a school system whose teaching staff and administration work at cross purposes. Such a situation indicates either a poor administration or an unprofessional attitude on the part of the teachers. Never should the grievances of the one against the other have to be publicly aired. Almost always a private, friendly conference will adjust matters in a way that will make for harmony.

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A story is told of an English prime minister. All day long behind closed doors the cabinet had vehemently and sometimes bitterly argued over the wisdom of a proposed action. Finally the old statesman arose and said: "Gentlemen, it matters little what we decide to do but we must agree on a certain line of action and then work together, every one of us, to carry it out." So, too, in a school system we must — superintendents, principals, supervisors, and teachers—work together to carry out any line of action decided upon.

Dr. Townsend's Merry-Go-Round

By THOMAS C. BARHAM, JR.

THE Townsend plan of Old Age Revolving Pensions has made so much political headway during the past few months that it cannot be considered anything less than a most serious economic and social problem. It is the type of problem that ought to be thoroughly discussed in secondary school classrooms.

The heart of the plan, as you undoubtedly know, is to pay $200 per month to each individual sixty years or over, who will spend it in a month and refrain from working for a profit. The assumption of the Townsend plan is that our economic structure collapsed as a result of lack of consumer buying power. It is a further assumption of the Townsend plan that our economic structure can be repaired by restoring consumer buying power and by re-employing several million idle employables. Thus, from the point of view of the Townsend theory the problem of recovery is fundamentally a problem of money.

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Let us examine this aspect of the problem further. Years ago the Dow-Jones theory of business cycles was evolved and generally accepted with pet variations by students of economics. The expanding phase of the cycle is one of increasing profits, increasing quantity of money in circulation, and increasing velocity in its rate of transfer. The reverse picture, that of the contracting phase, is characterized by decreasing profits, by shrinkage in the quantity of money in actual circulation, and by a decidedly curtailed rate of money turnover.

Upon these facts even a novice would suggest that cycles of expansion would not get disastrously out of control if a timely application of brakes were applied to the velocity of money turnover, and if the quantity of money in circulation were restricted. The same novice would suggest that the cycle of contracting business could be broken by increasing the quantity of money and its velocity.

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Nor would this elementary reasoning of the novice be wrong. The rediscount rate system and the open market operations of the Federal Reserve System are founded right on that principle. It has been said that if the powerful New York Reserve Bank had cooperated with the Federal Reserve Board in its desire to curtail the rapidly expanding volume of credit transactions through manipulation of the rediscount rates the shock of the 1929 crash would not have been so paralyzing nor so prolonged.

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As the whole nation came to a realization that the 1929 collapse instead of being only an intermediate reaction was actually the first severe tremor of a catastrophic decline, the Federal Reserve machinery went into action to arrest the normal course of the cycle of depression. Rediscount rates and open market operations were utilized to this end. As a result industry should have been stimulated, and there should have been a revival in the confidence of businessmen. But no such thing happened. Again we have an illustration showing how theory is thwarted by the unpredictable human equation.

The advent of President Roosevelt was also the advent of many new plans and ideas on how to effect an increase in the velocity of money and its quantity. NRA was designed to increase employment and destroy sweat shop competition. AAA and similar plans, ERA and PWA were all directed toward increasing the velocity and quantity of money. The policy of gold devaluation was undertaken to directly increase the quantity of money and indirectly its velocity. Likewise, the silver purchase program. Was the program of the new administration successful? Well, despite the abundant argument that is to be heard on this question in the next few months, it will be well to keep in mind that the low point of the depression seems to have been reached in 1933.

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However, despite the length of time which now separates us from the cellar level of the depression there is much to be desired before we can speak of complete recovery. While production has moved ahead very rapidly, re-employment of labor has been relatively slower. Consequently individual wage payments and pay roll totals have been noticeably laggard. As a result, the actual plane of living of the great majority of Americans remains seriously below the desirable standard of living. Critics having axes of their own to grind have noticed these weaknesses in recovery and cited them as proof for the necessity of communism, or fascism, or social credit, or socialism, or a restoration of the Republicans into the seats of the mighty. These conditions are also utilized by the Townsendites to justify their program.

The Townsend plan is based on the same fundamental principles used to justify open market operations and the rediscount function of the Federal Reserve System. In the Townsend plan the first payment of a billion and a half to two billion dollars will bring about the needed increase in the quantity of money. The requirement that the money be spent in thirty days is designed to give a remarkable velocity to the money.

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Unfortunately, the Townsend plan is not able to effect a balance in our economic structure. It is too simple. It is designed to break the contraction phase of the industrial cycle—and that is all. It is a scheme to break the back of a depression, put it to rout in a hurry, and overnight create an industrial boom. The Townsend plan contains no program for controlling the extravagant and unreasonable excesses of credit expansion that will follow upon its heels, if it works at all. An over-expansion of credit inevitably generates within itself the forces of reaction. The reaction will just as inevitably precipitate an economic crash. This signal weakness in the Townsend plan is fatal. For if the Townsend plan does not prevent future depressions then it fails to provide the security against economic adversity which is the greatest reason for its gaining adherents today.

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Along with the question of the ability of the Townsend plan to prevent the occurrence of future depressions the equally important question of the effects of a successful Old Age Revolving Pension on the present maldistribution of wealth must be considered. The plan fails to touch it. Its supporters say that there is a redistribution of wealth involved in their plan. True! But the form of redistribution is from one form of maldistribution to another. The Townsend Plan with its transactions tax will transfer the cost of the pension plan from the working and agricultural classes over sixty years to the shoulders of those under. The possessors of capital will evade the tax by charging the tax against the price the ultimate consumer will have to pay. Corporation profits will jump. Dividend announcements will multiply. Speculators in securities and raw products will fatten their wallets with quickly turned profits. Gradually consumer capital will be converted into producer capital, and the lively velocity of money upon which hinges the whole Townsend pension plan will slow down. The monopolizers of capital will be more absolute masters of the economic life of the country than before, and the average American both under and over sixty will have to face renewed catastrophe.

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The above facts should be carefully considered by any individual who has faith in the workability of the Townsend plan. Many, however, believe that it is unworkable anyhow. Whether it is or not will depend upon the immediate effects of putting the plan into operation. In closing I should like to propose several questions that ought to be given consideration by any individual or group before passing final judgment on the desirability of the plan. 1. Will the plan cause an increase in jobs? 2. Will the plan ensure or destroy the living planes and security of the classes enjoying moderate salaries? 3. Will the plan bring about a general increase or decrease in purchasing power of the average individual? 4. Will the effect of the presence of a transactions tax gradually stifle economic activity?

THE AIM OF EDUCATION

What is, after all, the aim of education? I suppose it is twofold: firstly, to make of the mind a bright, keen, and effective instrument, capable of seeing a point, of grappling with a difficulty, of presenting facts or thoughts with clearness and precision. A young man properly educated should be able to detect a fallacy, to correct by acquired clear sightedness a false logical position. He should not be at the mercy of any new theory which may be presented to him in a specious and attractive shape. That is, I suppose, the negative side. Then secondly, he should have a cultivated taste for intellectual things, a power of enjoyment; he should not bow meekly to authority in the matter of literature, and force himself into the admiration of what is prescribed, but he should be possessed of a dignified and wholesome originality, he should have his own taste clearly defined. If his bent is historical, he should be eagerly interested in any masterly presentation of historical theory, whether new or old; if philosophical, he should keep abreast of modern speculation; if purely literary, he should be able to return hour after hour to masterpieces that breathe and burn.—A. C. Benson, "The House of Quiet."

The Teacher as a Social Factor

By GRACE E. INMAN

Dean of Girls, Bloomington (Illinois) High School

HAVING read a number of articles in Harpers, Century, the N. E. A. and other educational journals, as well as several books—especially *The Teacher Outside the School,* by Marsh, and having heard much oral discussion on the subject in various groups, I have reached the conclusion that this is indeed a controversial topic, and so varied in different localities that it is almost impossible to find a *normal* solution for it.

Therefore I shall limit my topic to localities somewhat the size of Bloomington, Illinois, leaving out the very small town and the large city where a vastly different condition exists.

Whether we teachers entered the profession because we gave reasonable promise in that direction, or whether we drifted into it because we could not find our special calling, or because we were idealistic and felt that it offered a chance to be of service to mankind—or for whatever reason, we find ourselves in a position that is rewarding in many ways. Let us count our blessings.

BRIGHT SIDE OF TEACHING

1. We are in the reasonably secure class—barring depressions which all suffer together. The percentage of teachers out of work is small compared with other professions. We at least can budget. We have vacations and Saturdays. (Without pay but infinitely welcome.)

2. We live in well heated, well ventilated, clean schoolrooms without doing the manual labor to bring about the results—that is, we are free to carry on our jobs without much interference with regard to physical comfort. We do not assume the risks of the banker, the doctor, the lawyer, or the architect who carry responsibilities of finance, health, and safety.

3. We are dealing with a group (children) who are in our control and have a power which we sometimes abuse. In our workaday world we reign supreme. Seldom do parents interfere with us, and unless a boy or girl is outstandingly unruly and becomes a "case study" our days have fairly clear sailing.

4. It is much easier to deal with boys and girls than with grown-ups. They come 50 per cent. of the way and by and large are optimistic and wholesome and genuine.

5. The immaterial rewards are very great. Hardly a teacher lives who has not had great joy in touching into life a spark that will flame into action and lead toward high thought and better living of some boy or girl. This is no artificial thrill.

6. Of all the professions that I can think of, teaching is the most wholesome, dealing as it does with *well* people, young people, forward-looking people—ready to be awakened.

7. If we do not take ourselves too seriously and live each day as it comes, knowing that we cannot measure human results by the quart measure or by the yard stick, and that after all if we do not reach a specified page on March 15 or complete a unit of work we have not failed and we may have done more for our pupils than the tension of complete efficiency would have done. If we can keep from self-pity and cherish the saving grace of humor we shall find ourselves in one of the happiest professions.

THE REVERSE

Now as to the other side of the argument—

1. Pouring over charts in the N. E. A. Journal and texts which reveal the income, salary, and wage of several groups—government employees, ministers, factory employees, and all gainfully employed persons—I find the teacher group lags far behind. These statistics are taken from a national canvass. We in Illinois are painfully aware that it is all too true in this state. The teacher can hardly play his part—the part he knows how to play—in the social order when he is handicapped in this way. More and more is demanded of him in advance credit in a university, which costs money, time and energy. If he saves for self-improvement he curtails his budget in community affairs.

2. Our daily schedule, while it may be carried on in physical comfort, is a mental strain. To keep up in the line we are teaching, to be alive to the news of the day, to read and listen to recent information about world news, to keep physically fit so that we are on duty cheerfully and in poised condition calls for a philosophy indeed. Youth is demanding as well as rewarding. Those outside the schoolroom do not realize the fatigue that comes from being in four walls all day with a room full of young people, for however well ventilated the room, the air is not that of a home. Then, too, the group changes constantly and we must adjust to

various groups and subjects each hour. Moreover, if real teaching is done concentration on the subject matter, imaginative understanding of the pupil and his difficulties, and a genuine taking of the matter seriously call for heart and head at their best. This is to say nothing of subject matter and its preparation, which often requires evenings and Saturdays. To teach we should know our pupils outside of class. This cannot be with the increased numbers in our schools.

I might illustrate with the story of a boy whom we shall call James. He had not been responsive in class. I had not found time for a personal interview. Last week I caught fifteen minutes and found that his mother had been an invalid five years; that his father was unemployed most of the time, and that this boy had cooked, washed, ironed, nursed and earned and attended school regularly. This week he is happier. We understand each other.

Another case in point—a senior girl. After a book report over which we visited, she remarked: "You see father is seventy, mother is thirty-seven, and I'm seventeen. It is hard for us to understand each other!" This was bridging more than one generation of ideas. This will suffice. You have all had like experiences.

MUCH IS EXPECTED OF US

Leisure is necessary to accomplish understanding in such situations. These conditions call for consideration, and if we are teaching the whole personality they enter into our judgment, color our attitude and influence our assignments.

The contact with pupils becomes less and less close with greater numbers of pupils and it is less satisfying. We teach a subject rather than teaching pupils. Our opportunity for knowing the community likewise becomes less, and more impersonal as pressure is greater.

"Of all the professions that I can think of, teaching is the most wholesome, dealing as it does with WELL people, young people, forward-looking people —ready to be awakened. . . . If we can keep from self-pity and cherish the saving grace of humor we shall find ourselves in one of the happiest professions."

Business has become impersonal these days through chain stores and large industrial plants. This is carrying over into the school world. The group idea is becoming stronger. In the adolescent years this is a danger. The teacher's place in the present social order is a *new* one. She must step outside of the classroom if she is to be efficient in the new trends. She must know her town and locality to draw from them intelligence about their activities which she should return to her pupils who will be the active leaders to come.

STEPPING OFF PEDESTALS

Time was when teacher was on a pedestal and there was a gulf between her and her pupils. That time has almost if not quite passed. We find ourselves contrasted, compared and criticized, as to our appearance, our clothing, and the interest in the way we present our subjects. Our role is increasingly complex. Not so much does the public put on its Sunday-side when teacher is around—yet there still lingers the thought that she is a bit *different*. Until this idea is overcome she cannot hope to function naturally in a community. There is still a gulf between parents and teachers to be bridged.

As a consequence, pocketbook — time — energy — vision — she is often judged to be the so-called typical teacher with so-called standardized attitudes when as a matter of fact she is very human and is searching to find out her pattern in the tapestry of life as eagerly as any citizen.

"What is her position in the present social order?"

A standardized answer to this question would be as much of a bore as a standardized teacher would be to her pupils and to the community in general.

Her platform should change with the times and be more and more interesting as she goes on in her profession.

EDUCATION IN HIGH GEAR

Maybe you have heard the story of the old negro arraigned in court for driving too fast, who replied when questioned, that he read the sign, and it said: "Fine for speeding," and he followed the sign.

Education has been speeded to the point where we are in somewhat of a chaos. We are living in an age so scientific that we are not able to manipulate the spiritual controls. We are charting everything for definite results, and we are watering our plants too fast in school and community.

The teacher is expected to have technical skill; to be a vocational counselor and classroom adviser; to be a trained psychologist; to have several degrees; and to function constructively outside the school.

The old-fashioned idea of personality (defined as good if it clicked with me) is not enough for a teacher. She should be trained in technique, but beyond personality and technique mutual acquaintance between her and the community must be brought about through enlightened understanding.

Who Started Arbor Day?

By GEORGE W. LYON

Pittsburgh, Pennsylvania

The author traces the history of the tree-planting festival from its origin 64 years ago in Nebraska

ARBOR Day, as a special day set apart for tree planting, had its origin in Nebraska in 1872. J. Sterling Morton of Nebraska, later Secretary of the United States Department of Agriculture (1893-97), proposed the idea of setting apart a day for planting trees in the then nearly treeless state of Nebraska. This idea, not merely one of sentiment, but backed up by sound reasons of practical economic value, and the conservation of national resources, met with instant and enthusiastic approval, for its utility was obviously apparent in the treeless states of the prairie region. Over a million trees were planted in Nebraska the first year.

So successful was Morton's experiment in tree planting, that in 1885 the legislature of Nebraska made it a legal state holiday, fixing the date on April 22, Mr. Morton's birthday (Julius Sterling Morton, born at Adams, New York, April 22, 1832; died at Lake Forest, Illinois, April 27, 1902).

As the merit and popularity of Morton's idea made headway, other states followed the lead of Nebraska. Kansas and Tennessee followed suit in 1875, and Minnesota in 1876; Ohio in 1882, and West Virginia in 1883. Within the next five years twenty-six more states and territories had formally adopted the tree-planting plan.

The inception of the forestry idea, forest conservation, and tree planting antedates the Arbor Day movement in Nebraska, but there was little organized effort along that particular line until 1872. We can find even as far back as the Colonial records of New York and New Hampshire that some of the more thoughtful citizens of that day felt that some measures should be taken to check the inroads on the forests. The United States government began to concern itself with the problem of forest conservation as early as the beginning of the nineteenth century, when it bought extensive timber lands, and some twenty-five years later authorized the President to take all necessary measures for their protection and preservation. Almost coincidental with the action of the national government was a movement in Massachusetts sponsored by the Society for Promoting Agriculture, which offered prizes for forest planting.

BOOKS RELATING TO ARBOR DAY

EGLESTON, N. H.
Arbor Day: Its History and Observance, Washington, 1896.
FURNAS, ROBERT W.
Arbor Day, Lincoln, Nebraska.
SCHAUFFLER, R. H. (editor)
Arbor Day, New York, 1909.

POEMS ABOUT TREES AND TREE PLANTING

ABBEY, HENRY
What Do We Plant?
BRYANT, WILLIAM C.
The Planting of the Apple Tree.
BUNNER, H. C.
The Heart of the Tree.
CAMPBELL, THOMAS
The Beech Tree's Petition.
CARLSON, AVIS D.
Trees.
KILMER, JOYCE
Trees.
LARCOM, LUCY
Plant a Tree.
MORRIS, GEORGE POPE
Woodman, Spare That Tree.
PROCTOR, Addie M.
Helping God to Make a Tree.
VAN DYKE, HENRY
The Friendly Trees,
and
Salute the Trees.

A great impetus was given the whole forestry movement, and the entire country made aware of the importance of forest conservation as early as 1864. In this year George Perkins Marsh (1801-1882), American philologist, diplomat, and politician, published a book, "Man and Nature" (later, 1874, revised as "The Earth as Modified by Human Action"). In this book the chapter on "The Woods" commanded the public's attention, and promoted a popular interest in forestry. The following year Birdsey G. Northrop, secretary to the Connecticut Board of Education, came forward with the practical suggestion that States might do well to plant trees every year at a seasonable time, or supervise in some way such planting. From all this it would appear that considerable thought had been given to the subject before the actual adoption of the Arbor Day idea in Nebraska in 1872. Be that as it may, we must give full credit to J. Sterling Morton, and to Nebraska, the state of his adoption, for giving the idea the necessary impetus to lead to its adoption by the other States of our Union, and in countries as remote as New Zealand.

Various Dates for Arbor Day

In a country of such great extent as the United States, exhibiting extremes of climate and temperature, no fixed date would be possible for the observance of Arbor Day. In Arizona, Texas, and Alabama the date is in February. The last two states make the date coincident with Washington's birthday. Florida names a date in February; Georgia in December, and New Mexico in March. In a number of states the date is optional or may vary with the locality in the state. At one time West Virginia had two Arbor Days, spring and autumn. Pennsylvania adopted Arbor Day in 1887 by spring and autumn proclamation. New York established its Arbor Day in 1889 by proclamation of the Commissioner of Education. Usually a choice is given of three dates late in April or early in May for different localities in the state. (See the World Almanac for a complete list of the States, and dates of adoption, and first observance of Arbor Day.)

No exact figures are available as to the economic value that has accrued to both the nation and the states through all the years during which Arbor Day has been observed, but it must be very great indeed. The good results have been more apparent in the treeless prairie regions than in other sections of our country naturally blessed with native trees and forests. Great also has been the gain in shade trees, ornamental trees, and shrubs that lend so much to beautifying home lawns, palatial estates, and city parks. Trees lend an artistic element to every landscape, and an aesthetic value to the lives of those capable of appreciating their grace, beauty, artistic and economic value. Only very rarely do we find a great soul who can not appreciate a tree. Such a one, however, was the celebrated Dr. Samuel Johnson, of dictionary fame. He once said, with no little show of contempt, "A tree, what good is a tree? It only grows," or words to that effect. Contrast this attitude of the gruff old lexicographer in the red coat and the brass buttons with that of the nature-loving Wordsworth, or in our own day, with that of the lamented Joyce Kilmer in his beautiful poem, "Trees,"

"I think that I shall never see
A poem lovely as a tree."

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The New Curriculum in English

By WALTER BARNES

Professor of the Teaching of English, New York University
Member of the Curriculum Commission of the National Council of Teachers of English

THE report of the Curriculum Commission appointed five years ago by the National Council of Teachers of English is based squarely upon, and buttressed securely up by the experience concept. From the foreword and throughout the volume, the genuine, significant, and current language and reading experiences and activities of children and young people are emphasized. The program presented by the Commission, in philosophy, content, and procedures, is a unit integrated by the unflinching inclusion of the frequent and important English experiences, and by the courageous exclusion of the purely scholastic details which have cluttered up the curriculum these many years.

With such a basic philosophy, social situations determine the structure of the curriculum. Each of the five large sections of pupil activity—literature, reading, speech, writing, and creative writing—is divided into "strands" of similar activities. For example, speech at the secondary level is divided into conversing, telephoning, interviews and conferences, discussion, questions and answers, organizations, and special occasion speeches. Literature at the elementary level is divided into enjoying action and suspense, enjoying humor of various kinds, enjoying the world of the senses, exploring the social world, enjoying fantasy and whimsy, and sifting the radio programs. Each strand consists of all the activities of that kind through six or twelve grades, and is divided up into "units," the word being used in its simple dictionary meaning, one or more of which should be "experienced" each year. Each unit is dominated by a "social" or "primary" objective, supposedly the pupils', and techniques are invariably introduced as "enabling objectives." This plan ensures systematic progress in techniques without permitting them to overshadow the total activities of which they should be parts. "Techniques taught as ends," comments W. Wilbur Hatfield, chairman of the Commission, "are like the wheat on shallow ground in the parable; they soon spring up but wither away because they have no depth of root in life purposes and habits." Grammar has disappeared as a separate "block" of knowledge, and the functional details are taught in connection with language situations.

Quite obviously, this program, backed up as it is by an organization as professional and influential as the National Council of Teachers of English, will go far toward presenting a new point of view and a thoroughly re-evaluated and revamped English program. Probably nothing is here which progressive schools have not been experimenting with, but it is all so tightly integrated around the experience centre that it is likely to come as a fresh and invigorating gospel. To a good many people this program may seem romantic and idealistic. From our point of view, however, it is only the realistic application of educational theory and convictions which by their very urgency and promise must be tried out on a large scale. It is our guess that this new volume will prove as influential in its day and generation as the famous 1917 report on *Reorganization of English in Secondary Schools,* prepared jointly by representatives of the National Council of Teachers of English and of the National Education Association.

An Experience Curriculum in English is the work of a commission of 100 successful teachers of English from all sections of the United States and as such represents the best

(Continued on Page 153)

Pedagogical Pennings

By R. L. HUNT

No. 13—Sciosophy

IN case some of the readers have neglected their education by not reading Jordan's "The Higher Foolishness," we will explain that Sciosophy means organized or systematized ignorance. Bruno says: "Ignorance is the most delightful science in the world, because it is acquired without pain or labor and keeps the mind from melancholy."

Sciosophy offers one of the greatest challenges to the schools. People do not want facts and established truths, because they might have to change their preconceived ideas about many things. Many people have heard things that never were said, have seen things that never happened, and have been guilty of saying things that they never even dreamed of. Are these people willful liars? Not always. They are merely demonstrating the great influence and power of sciosophy.

What can we, as teachers, do about it? Perhaps nothing. But we must not give up. We may get a few pupils to get the facts, to think and act for themselves, and some day have a citizenry that knows the difference between facts and fancy, truth and superstition. Let's at least *hope* for this ideal state.

From a Schoolman's Diary

By FRANCIS READ

A High School Principal

A CLUB CENTRE

When I dropped into the high school tonight to do a little work in the office, I found the building astir with activity. I roved around to see what was going on.

In the gymnasium I found the rifle club at its semi-weekly shooting practice. I was impressed with the interest and orderliness of the boys.

In the locker room the athletic club was taking in its new members. It was amusing to note how clever the fellows already in had been in devising frightful stunts, and how hard-boiled the novitiates could appear when going through the ceremony.

The book club was holding its meeting in the library. After thorough discussion it was voted to undertake as this year's project the publication of a new handbook.

In the clothing laboratory the home economics club was having refreshments at the close of the regular meeting. I was invited to join for the ice cream and cake.

Four club meetings in one evening! I was thrilled.

Our aim is to make our school the centre of the thought, affection, and activity of our students. Our clubs are one of the agencies for attaining this purpose. I take off my hat to the generous teachers who are willing to find the time and energy to sponsor our many clubs.

• •

RELIGION—OR WHAT?

What is right?

Why do right?

These questions, in one form or another, come up daily in the dealings of teachers with boys and girls. They are not easy to answer in these times.

They were answered without difficulty for me when I was young. The right was the teaching of the Bible as interpreted in my home and in the church that I attended. The reason for doing right was that one might win the approval of God, enjoy long life and prosperity in this world, and finally obtain the joys of Heaven.

Today religious instruction and motivation have no place in the public schools, and are lacking in a large percentage of homes. We are told that we must be rational and scientific. I agree with this viewpoint; still I feel that religion is the true foundation for a character formation program. If we must have a substitute, won't some one please provide one? I haven't seen any yet.

WINSTON FLASHES

NORMALLY women live longer than men. On the other hand, famous men live longer than famous women. An analysis of the longevity of 2,668 eminent men shows that their average age at death was 67.8 years while that of 670 eminent women was only 60.7 years.

MORE than one hundred titles, including the greatest child classics as well as distinguished new books, supplement THE NEW WINSTON READERS, THE READING HOUR, and THE NEW SILENT READERS, to comprise the Winston Complete Reading Program. Want full information?

ENJOY the meeting of the N. E. A. at St. Louis? The accountants say that this is the way the convention dollar is spent: hotel, .23; hotel dining room, .125; retail stores, .185; amusements, .1225; wholesalers and manufacturers, .08; taxis and local transportation, .06; auto supplies, .055; restaurants, .0675; miscellaneous, .075.

OF the 26 states in which books are state-adopted, 17 of them are using one or more of the J. Russell Smith geographies. In the remaining 22 states the Smith geographies (HOME FOLKS, WORLD FOLKS, AMERICAN LANDS AND PEOPLES, FOREIGN LANDS AND PEOPLES, and OUR INDUSTRIAL WORLD) are used in literally thousands of schools.

EXCLUDING national anthems and hymns, the only musical piece that audiences honor by standing while it is played is the Hallelujah Chorus of Handel's "Messiah."

THE study of history and its interrelationship and integration with social studies should be continuous from the first to the eighth grade. Have you examined the Winston History Program, starting with the STORIES OF AMERICAN PIONEERS in the third grade, with separate books for each grade, and ending with AMERICA, OUR COUNTRY for the seventh and eighth grades?

M. CAREY THOMAS, late president emeritus of Bryn Mawr College, received many honorary degrees, among them an LL.D. from Johns Hopkins. She was the only woman ever to get that degree from the institution.

LIKE big figures? Jesuit Clavius, in France, calculated that there are 585,261,767,384,976,664,000 combinations of the alphabet. Which suggests a myriad of words . . . and . . . THE WINSTON SIMPLIFIED DICTIONARY . . . with its modern word list and every word defined so clearly that its use and meaning can be instantly understood.

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Reader Viewpoints

Including a Discussion of the Fifth Grade Teacher who wanted to study French

Here is the Question as submitted in our issue of January 20:—

WAS HIS ADVICE GOOD?

A Superintendent of Schools writes us as follows:—

"One of my best fifth grade teachers wants to take a course in French. I advised her to take something in education instead, that would have a direct bearing on her work. Was I right?"

A Teacher With Vision

On page 46 of your January 20, 1936, issue you ask a question, "*Was His Advice Good?*"

You request your readers to express an opinion in reference to a fifth grade teacher who wants to take a course in French that will contain all the mental vitamins of culture and who has been advised by her superintendent to take something in education, probably a course that will remind one that "His reasons are as two grains of wheat hid in two bushels of chaff: you shall seek all day ere you find them: and when you have them, they are not worth the search." I say all honor to any teacher who has the vision to get above the dry rot of pedagogical routine.

I do not wish to be misunderstood. I began my school career in a one-room country school in 1891. Since that time I have been a constant reader of educational magazines and books.

During all these years I have never lost sight of the fact that one ought to keep in touch with professional literature, but, on the other hand, I have ever kept in mind that no person can grow in a professional way without wide reading and study of language, literature, history and any other things that will broaden and extend the frontiers of his feeling and thinking.

JAMES G. JOHNSON
Superintendent of Schools
Charlottesville, Virginia

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Convicted by One Word

The superintendent who wrote you convicted himself in the first paragraph when he said "one of my *best* fifth grade teachers." If any of my teachers can remain the best or one of the best by turning hand springs in the gymnasium, she has my permission.

Seriously, it is rather a difficult question, not knowing the entire situation. If one of my fifth grade teachers planned to travel in France during her vacation period, I certainly would permit her to take a course in French in order that she might get the best from her visit. She would receive credit toward advancement both from her travel and her study of French.

I would certainly object to a teacher devoting all her time to the study of languages, mathematics or anything else to the exclusion of educational subjects, with the expectation of receiving a higher pay rating. If the teacher in question were on my staff, she would first file an application with her principal for his approval for the study of French, giving the reasons. Upon his approval, that is forwarded to the Commission of Credentials, where it usually receives a final okeh. The Commission of Credentials is composed of a member of the Board of Education, a member of the senior high school faculty, a principal of one of the schools, a teacher in the elementary schools, and the superintendent of schools, acting ex officio.

Very cordially yours,

WILLIAM G. PADEN
Superintendent of Schools
Alameda, California

•

He Was Wrong

In the January 20th edition of the Journal of Education I noticed your question regarding the superintendent of schools who advised one of his best fifth grade teachers to take Education instead of a course in French, which she wished to take.

My reply to the superintendent's question—Was I right? is No. If this fifth grade teacher is among his best fifth grade teachers the very fact that she wished to study French gives one factor that puts her in the best class. This teacher is evidently interested in broadening her scope of knowledge. Taking up some new phase of study enables the teacher to realize some of the difficulties pupils have in attempting to learn new things. There are far too many teachers who are "lop-sided" because of too many courses in education and not enough variety in the informations, appreciations and aptitudes that make up the teacher's background.

ADAH HESS

Supervisor
Springfield, Illinois

•

French Can Be Useful

His advice was *not good* since French CAN have a direct bearing on her work. Who knows but that she is planning to go to France and will need a knowledge of French to enable her to make the most of her trip? If she were to visit schools there an understanding of French would enable her to make observations more intelligently.

Granted that she contemplates no such visit, I would again say let her follow her own inclination, for she can make use of French. Nearly all schools have projects, large units of work, or activities of some kind. No one will deny that knowing French would make the study of France more interesting, as she could read French stories, teach French songs, interpret French phrases which occur in so many books, and give a slant to the activity not to be obtained in any other way.

Moreover, exposing pupils to sources of knowledge of various kinds even at this early age is in accord with modern educational theory.

A reading knowledge of French is a necessity in carrying on some kinds of research which this teacher might want to do at some future time, thus benefiting not only herself but his school as well.

SAIDA BEALL MONSON
Principal,
Renaker High School
Cynthiana, Kentucky

•

Bread First, Then Dessert

I cannot imagine a really "best" teacher as being so good that she cannot further *improve,* and I mean—improve in her professional insight, equipment, and ability. Just like the "best" doctor, or the "best" architect, her first responsibility, or—since the responsibilities of any artist are at the same time his privileges or his prerogatives—her first privilege is to feed the fires that refine her technical professional attributes and qualifications. However, even a *teacher* cannot live "on bread alone." She needs an occasional dessert. Maybe that dessert might be a course in French.

I. T. SIMLEY
Superintendent of Schools
South St. Paul, Minnesota

I'd Say: "Take French"

I would certainly let the teacher take French, in fact I would urge her to take it if she really desires it.

Too often our teachers, particularly our elementary teachers, have been taking only that work which has a direct bearing on their classroom work. Too often we superintendents have urged "methods" courses and rather narrow "content" courses upon our teachers. Let the teachers explore whatever fields they wish. (Assuming of course that they have a good foundation in their own subject matter and in modern methods.) Sometimes we should turn our teachers loose in a library and tell them to browse. (We probably would get better results from some extension courses in Education.)

Possibly this teacher about whom the superintendent writes has never studied a foreign language since she left high school. (It is remarkable how few elementary teachers have studied a foreign language since their high school days.)

The teacher will probably acquire much valuable knowledge about French customs, French history, French geography, and even something about French education. She may even take a trip to France as a result of this course! By all means, let the French course be taken!

WARREN P. NORTON
Superintendent of Schools
Meadville, Pennsylvania

Those Washington Trips

Having spent several seasons in Washington, D.C., and remaining through April, I have known the extreme discomfort that permanent guests can suffer in hotels frequented by high school students, who are brought to the National capital, in the spring, for educational purposes. However, that is often lost sight of in the spirit of lawlessness which pervades many of the parties, whose guides and teachers are unable to restrain them. I am happy to say there are worthy exceptions, and among them are the parties brought by Charles H. Green, of Lynn, the very capable manager of Green's Tours. He has brought as many as 250 at one time, and so remarkable has been their attitude of courtesy and consideration towards the permanent guests in the hotel that I began to study the matter to learn the reason, and discovered that Mr. Green, who has a very friendly and pleasant manner, is like a pal with each one of his party. There is never any attempt at command, just friendly suggestions, bringing a ready response from each. It is like a big house party, every one willing to co-operate. Were it not for the fine understanding between Mr. Green and his young people, the presence of 250 boys and girls at one time would have been very uncomfortable for the regular guests, and Mr. Green deserves great appreciation for his fine method of management.

MARY OLIVIA SUMNER
Milford, Massachusetts

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Richly Rewarded

I brought the February 3 issue of the Journal of Education with me on a short trip, to read it between appointments. It has richly rewarded me.

Dr. Butterfield's "I Have Faith in Massachusetts," is in itself an inspiration and reassurance. The two pages on "World at Lessons" seem to me most commendable. Here you bring the schoolman's point of view on public questions out into the open, and, I think, your remarks are both pertinent and wise. Teachers and others will profit by your pages.

A. R. BRUBACHER
State Teachers College
Albany, New York

Book Reviews

Singing in the Grades

HOLLIS DANN SONG SERIES. Songs for Primary Grades; Unison and Part Songs for Unchanged Voices; Unison and Part Songs for Soprano, Second Soprano, Alto, Alto-Tenor, and Bass. By Hollis Dann, Director Department of Music Education, New York University. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

To select songs that children will like to sing, songs that will be worth their learning, and songs that will progressively develop their skill in reading music and translating the printed notes into vocal tones—all this constitutes a real triumph in a music series.

The Hollis Dann "Song Series" seems in every way to measure up to that high standard.

These three texts take into account the physiology of the voice in children from five to sixteen years of age.

Starting with simple melodies in the first book; proceeding with part songs for unchanged voices in the second book, for intermediate grades; the series culminates in a third book specially suited to the use of adolescents—the changing voice which still cannot dip below A of the lower staff, in the case of boys, and must not be strained for either boys or girls at this formative period.

Here are folk songs in great variety; patriotic songs; songs of praise and worship; songs for different occasions and, most of all, for happiness and the development of musical taste and reading facility.

The needs of the average teacher who is not a specialist in music have apparently been kept in mind by the author.

• •

Plainer Geometry

PLANE GEOMETRY. By Arthur Schultze, Ph.D.; Frank L. Sevenoak. Revised by Limond C. Stone, Department of Mathematics, Boys' High School, Brooklyn, New York. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Long famous for its abundance of carefully graded "originals," this new edition of the Schultze and Sevenoak "Plane Geometry," by Limond C. Stone, retains that excellent characteristic and includes certain amplifications tending to the same end of producing an unusually teachable and power-developing text.

The present revision builds a more gradual approach to formal geometry through constructions. It introduces trigonometric functions in the Third Book and applies those functions repeatedly thereafter. It offers alternative proofs of certain theorems.

While these and other changes are in the nature of improvements and readjustments to modern teaching norms, the underlying merits of the manual are chiefly those which have heretofore commended it to teachers who place high value upon the solution of original problems and exercises. Instead of setting the pupil adrift in an uncharted sea of troubles, the text introduces order and system and a grasp of principles which permits him to achieve success and grow in mastery.

Such a text, in the nature of the case, supplies a profusion of material; for its method calls for plenty of practice as each new type of problem is experienced.

• •

Wonders of Biology

BIOLOGY FOR EVERYMAN. 2 volumes. By Sir J. Arthur Thomson. Edited by E. J. Holmyard. New York: E. P. Dutton & Co., Inc.

In a remarkable feat of bookmaking, "Biology for Everyman" packs a veritable mine of information about this fascinating science of life into two volumes of convenient size.

This is a comprehensive text, in popular style. Its evident purpose is to unfold the latest available knowledge regarding plant and animal life in many forms, to the reader who may be attracted to this important field of knowledge.

Amply indexed, this 1,600-page work will commend itself as a reference book for the general reader and as a clearly written, connected story, full of drama and discovery.

Winshipisms

"Some children's brains, like Artesian wells, take long boring to be reached."

•

"All digested knowledge is a help to the judgment, just as digested food is to the body—it adds to the stamina of the man."

•

"Drawing is no more a fad than geography, and those who so characterize it advertise gross ignorance of educational conditions and principles."

Place-in-the-Sun Fallacy

RAW MATERIALS, POPULATION PRESSURE AND WAR. By Sir Norman Angell. World Affairs Books No. 14. World Peace Foundation, Boston, New York.

Sir Norman Angell, whose contributions to public thinking won him the Nobel Peace Prize in 1933, has undertaken in this little book to clear away certain popular misconceptions which are leading nations into wars of conquest.

The notion that a nation must have within its own political borders all the most important raw materials, is argued down by Sir Norman, as a matter of peacetime policy. Admitting that in time of war a nation may suffer from not having needful raw materials under its control, he points out from many examples that raw materials are available to every nation that can buy them, and on equal terms, in time of peace; and the political control of any given territory makes little or no difference. England's textile industry throve for many years on cotton bought from Louisiana or from Texas.

Again, the cry of overcrowded population—usually emitted from a country which urges its people to have large families—is shown to be both insincere and silly. Germany, with all her colonies before the war, had more of her nationals living and working in Paris than in all her colonies put together. Those who emigrate from a crowded land do not like to go where wages and living standards are low, as in undeveloped countries.

The book should be required reading for the masses of the people in all countries.

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For Efficient Reading

FOLLOWING PRINTED TRAILS (Things To Learn About Reading). By Carol Hovious. Boston, New York, Chicago, Dallas, San Francisco, Atlanta, London: D. C. Heath and Company. 371 pages.

Since reading is the principal avenue to knowledge, a book which renders that avenue more direct and smooth is bound to have value. "Following Printed Trails" is a key to more effective reading. In informal, lively style, it acquaints the learner with the techniques of faster, more intelligent reading. The text is accompanied by a test pamphlet. Through its use the student may acquire needful practice for the forming of new and better reading habits. Such topics as extending the eye-span and learning to skim are clearly treated.

This unusual text goes to the roots of the how-to-study problem by helping to implement the student.

The News Digest
OF EDUCATION

Conservation
Commissioner Suggests Campaign in Schools

WASHINGTON.—A plan to teach conservation to the youth of the nation was submitted to the North American Wild Life Conference by Dr. John W. Studebaker, Federal Commissioner of Education. Declaring that the schools, with their tens of millions of children, could become the most important ally of the agencies primarily interested in the protection of natural resources, Dr. Studebaker suggested that a new department be established in his office to carry the conservation campaign into the nation's classrooms.

Star Chamber
Board Clings To Private Sessions

BOSTON, Mass.—With four alleged associates of members of the Boston school committee under indictment on charges of job selling, the committee, by a four-to-one vote, has turned down a move to make public all deliberations of the committee, thus bringing to notice the whole question of "star chamber" proceedings by this body. An order, introduced by Henry J. Smith, the new member, asked that the present rules be amended governing the private, or executive, sessions. The four nays were registered by Committeemen Tobin, Sullivan, Lyons, and Mackey.

Punishment Found Ineffective In Meeting Behavior Problems

NEW YORK. — The successful elementary school teacher does not resort to punishment to meet behavior problems in the classroom, but obtains a co-operative response from the children by reasoning, explanations, and positive suggestions, according to a survey by Dr. Nellie M. Campbell, of Teachers College, Columbia University.

The survey, which covered behavior problems among 2,762 children from the first to the sixth grade in eighty-three Southern New Jersey elementary schools, indicated that children who are punished often lose their self-control and refuse to recognize the teacher's leadership.

Dr. Campbell said a teacher's effectiveness in dealing with behavior problems should be measured by the degree to which "social relationships are established and maintained."

She classified as "Grade A," a teacher who maintains these relationships to a high degree and who obtains an "eager," co-operative response from the pupils.

Teachers rated "A" in classroom control, Dr. Campbell pointed out, meet the problems of "noise-making, writing notes, rudeness, lying and tale bearing" by reasoning with the children and by helping them to adjust themselves to their individual problems.

State Support
Arizona Governor Would Shift Financing

PHOENIX, Ariz. — District school boards and tax levies may soon be relics of the past in Arizona. Reorganization of the school system, with a shifting of the financial burden and centralization of authority, appear likely to result from the 1936 campaign. Governor B. B. Moeur started the present discussion when he advocated diversion of all revenues from sales and luxury taxes, and other excises, to the support of the schools. That revenue amounted to over $4,000,000 in 1935. Without going into detail, Governor Moeur urged centralization of administration as one of the advantages to be gained from his plan. If the State takes over the entire load, with the counties and districts contributing nothing, the local school board will logically be abolished.

Plan to Close Boston Teachers' College Meets With Resistance

BOSTON. — Increasing difficulty of finding positions in Boston for the graduates of the city's Teachers College may cause the closing of that institution.

An order from the City Council called upon the Mayor to confer with members of the School Committee on the recommendation of Councilor Clement A. Norton that the college be closed until the present large surplus of unemployed teachers is exhausted.

At the present time approximately 1,000 graduates of the school are unable to find work in Boston. This situation, stated Councilor Norton, is unfair to both taxpayers and teachers, the former paying large sums for support of the college and the latter putting in four years of study, only to be disappointed upon graduation.

Patrick T. Campbell, superintendent of public schools, announced that he is strongly against any such attempt to solve the problem of Boston's unemployed teachers. He admitted that, with the slowing down in the city's normal population increase and the consequent lack of need for expanding the school system, there was small chance that more than a very few of these 1,000 teachers could be placed in the next few years.

Education Leads
Philanthropic Gifts Continue Upward Trend

NEW YORK.—Current philanthropic gifts — sharply reduced with the economic depression in 1929—continued in 1935 the upward trend established the preceding year, an analysis by the John Price Jones Corporation, fund raising consultants, disclosed. Education was established as the leader for the year in appeal for givers in the eight broad classifications of philanthropy. Gifts for education rose from $13,325,301 in 1934 to $18,848,011. In the bequest classification, education also led with a total of $10,920,363. However, this was a drop of almost $10,000,000.

Student Guides
University of Texas Conduct Tours of Grounds

AUSTIN, Tex.—Paid student guides are provided University of Texas visitors here to explain extensive development in recent years of the school's physical properties.

Rigid Regulation of Teachers Draws Ridicule in Congress

WASHINGTON.—The law banning teaching of communism in the District of Columbia drew ridicule from Representative Scott (D., Calif.) recently in a floor speech.

Scott, who had proposed that Alaskan teachers be prohibited from teaching Indians the principles of the American Liberty League, announced he was considering submitting an amendment which would require the capital's teachers to observe the following teachers' contract which he said came from a "small North Carolina town":

"I promise to take a vital interest in all phases of Sunday school work, donating of my time, service and money without stint, for the benefit and uplift of the community.

"I promise to abstain from all dancing, immodest dressing, and any other conduct unbecoming to a teacher and a lady.

"I promise not to go out with any young men except in so far as it may be necessary to stimulate Sunday school work.

"I promise not to fall in love, to become engaged or secretly married.

"I promise to remain in the dormitory or on the school grounds when not actively engaged in school or church work elsewhere.

"I promise not to encourage or tolerate the least familiarity on the part of any of my boy pupils.

"I promise to sleep at least eight hours each night, to eat carefully, to take every precaution to keep in the best of health and spirits in order that I may be better able to render efficient services to my pupils. . . ."

Two Resign

Refuse to Accede To Teachers' Oath

MEDFORD, Mass.—Resignations of Professor Earl M. Winslow and Alfred C. Lane, of Tufts College, who refused to take the teachers' oath without reservations, have been accepted by the board of trustees of Tufts. In announcing this action President John A. Cousens said it had been taken "with regret" and because any other course might result in loss of the college charter. The professors, both heads of departments and eminent in their respective fields, are the first educators in Massachusetts to lose their positions in consequence of the law passed at the last session of the Legislature compelling teachers to swear allegiance to federal and state constitutions. Both submitted their resignations last November, since which time they have not conducted classes.

Indian School

Bronxville Educator Takes Federal Job

BRONXVILLE, N. Y.—Willard W. Beatty, for the past three years president of the Progressive Education Association, and for ten years superintendent of the Bronxville public schools, has left his position to become director of Indian Education in the Indian Affairs department of the Department of the Interior. As director of Indian Education, Mr. Beatty indicated that he will endeavor to apply the same principles of training to Indian youth which have brought nation-wide recognition to the Bronxville schools where, as a leader in the progressive education movement, he has stressed the need of an education directly related to the everyday life and needs of the pupil.

Grow in College

Girl Students Become Taller and Heavier

PALO ALTO, Calif.—Young women — and presumably young men also — continue to grow a little in height and to gain in weight while at college or university, Professors Calvin P. Stone and Roger G. Barker, of Stanford University, found from studies made on more than 1,000 Stanford co-eds. The young women, who were between seventeen and twenty-one years, grew, on the average, almost half an inch and put on slightly over five pounds in weight.

An important point of the study, scientifically, is that the same young women were measured and remeasured. This method gives more accurate information, the investigators insist, than the method of measuring different groups of college students and comparing the heights and weights of entering students with those of third-year students and those in the graduating class. It is the latter method which has given figures indicating, wrongly in these investigators' opinion, that growth does not continue during college years.

W. B. Ittner

ST. LOUIS, Mo.—William B. Ittner, widely-known architect who revolutionized the design of American school buildings, starting his career as building commissioner of the Board of Education here, died recently at his home. He was seventy-one years old and had been ill for several months. In a practice devoted largely to the design of schools, by which he achieved a national reputation, he planned more than 500 new educational structures, in more than 100 communities scattered across the country, including forty-five grade schools and five high schools in St. Louis.

More Members

Detroit Schoolmen's Club Has Large List

DETROIT, Mich. — The Detroit Schoolmen's Club has issued its annual directory of members. The membership tabulation for 1935-36 shows the largest number enrolled in the history of the organization, the number being 1,048. The club was organized in 1910, and incorporated in 1916. The honorary life membership has been conferred on only one individual, the Honorable Eber W. Yost, former commissioner of schools, Wayne County.

Poll Shows Schoolmen Opposed To New Regulatory Measures

WORCESTER, Mass. — Eighty-six Massachusetts school officials out of ninety-three who answered a questionnaire would repeal the act making the teachers' oath compulsory, Reginald Stevens Kimball, superintendent of Brookfield schools, announced recently. He conducted a poll as secretary of the Massachusetts School Administrators Research Association.

The poll voted 86 to 12 against a pending bill which would create a certification board for teachers as "not being what we want."

The poll also voted 57 to 20 for abolishment of compulsory military drills in schools. A bill that would give the Commissioner of Education authority to establish minimum qualifications for teaching positions was opposed, 113 to 21. A Senate bill providing placement of teachers under civil service regulations was opposed, 91 to 4, the poll shows.

The poll was conducted as part of its study of school needs, particularly as related to small communities. The association was organized a year ago to provide a "cross-section" type of organization in which educational trends could be studied.

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90th Anniversary

Bucknell Celebrates Completion of Ninth Decade

LEWISBURG, Pa. — Bucknell University recently observed the ninetieth anniversary of the granting of its original charter with a nationwide series of charter day dinners, and a coast-to-coast broadcast from a similar affair in New York. The celebration marked the termination of the ninth decade since Governor Francis Shunk signed the charter at Harrisburg on February 5, 1846, which allowed the Northumberland Baptist Association to create the University of Lewisburg, later to become Bucknell University. Classes began that Fall in the academy, and the following year in the university, guided at first by Acting President Stephen W. Taylor.

Control Changes

New York Board No Longer Democratic

NEW YORK. — Eighteen years of Democratic control of the Board of Education came to an end recently with the seating of Mayor LaGuardia's fourth appointee, giving the board a Fusion majority. Democratic control of the board was obtained on January 1, 1918, when former Mayor Hylan, on assuming office, made the first appointments to a reorganized body of seven members. Since 1902 the board had been composed of forty-six members. Complaint developed that such a large board was unwieldy and in 1917 the Legislature enacted a law reducing the size of the body. Ellsworth B. Buck, the new commissioner, was appointed by the Mayor to fill the vacancy caused by the death of Ralph R. McKee.

Nature Courses

Maine First With Full Time Degree Classes

BANGOR, Me.—Announcement that the University of Maine was to be the first university in the country to give a full-time curriculum in nature study toward a degree, has been made by George J. Stobie, commissioner of fish and game in Maine. The new courses will begin this month under the direction of several western naturalists who will supervise the work in co-operation with the experimental station at Orono, Me., and the forestry school. Stobie will be a lecturer in the new school. Cornell and Wisconsin universities give similar courses, but only on a part-time basis.

Gain Shown

Vocational Education Advances in Pennsylvania

HARRISBURG, Penn. — Advancements in vocational education in Pennsylvania during the past year, summarized by the Department of Public Instruction, show that seventeen new departments of vocational agriculture were established in community high schools. In the cities of Philadelphia and Pittsburgh shops in vocational high schools were opened during the summer months to adult workers seeking retraining in various occupations. Several hundred unemployed persons in each city were prepared to enter employment when opportunities are open to them, Dr. Lester K. Ade, superintendent of public instruction, reported.

Pick King

Prime Minister Named on Committee

OTTAWA.—Hon. W. L. Mackenzie King, Prime Minister of Canada, has been appointed a member of the executive committee for Harvard University's 300th anniversary fund, according to an announcement made by George Peabody Gardner, Jr., of Boston, chairman of the committee. The fund was established by President James Bryant Conant, of Harvard. Prime Minister King received his M. A. from Harvard in 1898 and his Ph. D. in 1909. Twelve years ago he was awarded an honorary LL. D. degree by the university.

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Among the Schools

Spanking

Permitted as Last Resort in Maryland

BALTIMORE, Md. — When other methods of inducing good behavior have failed, spanking is permissible in the public schools of Maryland, according to a ruling by Herbert R. O'Connor, Attorney-General. His opinion was at the request of James H. Pugh, State's attorney, of Montgomery County, and followed the alleged flogging of several students of the Takoma-Silver Spring Junior High School by Principal W. B. Marks. Parents have held a mass meeting to demand repeal of the law permitting corporal punishment in schools. After citing the various provisions of By-law 36 of the State Board of Education, which, he said, has the effect of a State law, Mr. O'Connor wrote to Mr. Pugh: "You will note that corporal punishment may be administered by a school principal, but only as a last resort."

Safety for Young

Kindergarten Has Own Traffic Signal

AUGUSTA, Me. — The Smith Kindergarten children have a safety program all their own. They have their own policeman, a diminutive traffic signal which flashes the green, yellow and red off and on and they have posters and many other things which are helping impress highway safety conduct upon their minds. Mrs. Ruby G. Hawes is teaching the meaning of the words on the traffic signs and what those words mean associated with the colors. The children are taking the lessons very much in earnest and are warning their parents when they disobey traffic rules.

Hot Lunch

Vermont Groups Aid In Improving Meals

BURLINGTON, Vt. — Through the co-operation of service clubs, parent-teacher groups and other organizations, hot lunches are being served to boys and girls in more than seventy-five schools in all the counties of the State, according to Mrs. Fanny P. Wood, assistant home economist for the VERA. School children in both urban and rural schools are receiving the hot lunches daily, Mrs. Wood points out. In a few schools an entire lunch is served, while in most of them one hot dish or cocoa is served to supplement the cold lunch that the pupils take from home.

School Study

Brookline Plan Is Declared Success

BROOKLINE, Mass. — Ernest R. Caverly, superintendent of Brookline public schools, has announced in his annual report that substituting extra school work for home work has been found successful. For five months 115 students have been working at Brookline High School on the "school study plan." Recently examinations were taken by these students and by a group who had been doing the old-fashioned "home work." Results in Latin and mathematics showed that of those who had done all their work at school, about 70 per cent received honor grades and 5 per cent failed, whereas 53 per cent of those studying at home achieved honor marks and 12 per cent failed. Under the new plan, a school day consists of four periods of 90 minutes each instead of five periods of about 45 minutes each. When the students leave for home at 3 o'clock, the work is completed.

Methods "Lab."

NEW YORK.—A plan for the reorganization and expansion of the Bureau of Reference, Research and Statistics of the Board of Education to include a "laboratory" to analyze teaching methods and curricula was approved by the board in a resolution offered by James Marshall, Fusion member, at a recent board meeting. "The bureau," Mr. Marshall said, "will be a service bureau, giving expert advice, telling one part of the city the good work in another part and of new methods in other cities."

Real Police

Students Become Full Fledged Officers

UNIVERSITY, Ala. — Three University of Alabama students have been made policemen by the Tuscaloosa police department. The job is the latest addition to the long and varied list of self-help positions available to ambitious but needy students attending the university. The men were put on the force by Police Commissioner Pearson. He stated that they would be assigned to the city schools to direct traffic and to work minor safety patrols. The commissioner also stated certain FERA students from the university were to be placed under his direction and that they would be used as traffic policemen on the university campus.

To Allow Facts

Bill Asks Permit To Give Communism Facts

WASHINGTON.—A bill to permit teachers in District of Columbia schools to "give the facts" about communism to their pupils as a means of combating it has been introduced by Representative Fred J. Sisson, Democrat, of New York. The bill is in the form of an amendment to the District of Columbia Appropriation Act, which provides now that none of the appropriation for the public schools can be paid in salary to any person "teaching or advocating communism." This provision, attached as a "rider" to the District appropriation bill last year, has figured prominently in an investigation of the alleged teaching of communism in the public schools.

Safe Driving

New Jersey Schools Start Course in Fall

TRENTON, N. J. — New Jersey's high school students will receive a course in safe automobile driving under direction of the State Department of Education and the Motor Vehicle Department, beginning next September. The course will be planned by Mr. MaGee, Assistant Education Commissioner Howard D. White and Walter E. Short, director of Physical Education in the Trenton public schools.

Teacher Is Pupil

Two Chinese Boys Take and Give Lessons

CLEVELAND, O. — A Cleveland teacher is learning from her pupils. A man recently brought two boys to a West Side school, said that their father wanted them enrolled, gave their names as Yee On Yin, fourteen years old, and Yee Chaan Yin, thirteen, and explained they had just come from Canton—China, not Ohio. The boys knew not a word of English. The dilemma was placed squarely in the hands of Miss Wilma Zepp, who has thirty-six youngsters in her first and second grade classes. Teacher would point. "Door," teacher would say. "Door," the boys would chime. Recently the boys showed up with a dictionary, listing English words and beside them Chinese symbols. Now teacher points to English word, boy pronounces Chinese symbols, teacher pronounces English word. Fortunately, the boys can read Chinese. Teacher is learning. "A word which sounds like 'shfled hi doo' means 'boy' and lady is 'tootga,' or at least it sounds like that," she said. "I believe the boys are learning faster than I." The boys apparently enjoy "ho-how"—school to you.

Ban Heel Plates

Wear on Floor, Not Noise, Is Objection

POCAHONTAS, Ia.—The directors of the consolidated schools of near-by Havelock objected to the heel-plates on twelve-year-old Darwin Hauswirth's shoes, so they suspended him from classes until he removed the offending protectors. It wasn't so much the noise the plates made which prompted their action, the directors said, as the wear and tear on the school's new hardwood floors. The boy's father, Charles F. Hauswirth, appealed to District Judge F. C. Davidson. The court agreed with the directors, saying: "Heel-plates save shoe leather, but they also wreck good hardwood floors."

Votes Liberty

Teachers' Association Also Favors State Aid

ALBANY, N. Y.—The New York State Teachers' Association unanimously went on record here as favoring "complete liberty of political conduct and thought" to which teachers are "entitled as American citizens." The house of delegates, governing body of the association, also indorsed the movement for increased state aid for education; Federal aid, in the form of annual grants to the states without interference in their educational systems; lifting the minimum standard of professional preparation to four years of college for elementary school teachers and to five years for high school teachers. Miss Mabel E. Simpson, of Rochester, was re-elected president, and Miss Zoraida E. Weeks, of Oneida, vice-president. New members of the executive committee are: Miss Celia M. Eldridge, of Elmira; J. C. Malloch, of Churchville, and Alwood Shafer, of Riverhead, L. I.

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Strike Ends

Superintendent Ousted And Students Resume Classes

WASHINGTON COURTHOUSE, O.—A strike of half of Washington Courthouse High School's 500 pupils ended recently with the temporary suspension there of Superintendent A. D. St. Clair. The students had demanded Mr. St. Clair's ouster before returning to classes which they refused to attend. Dr. Fred D. Woollard, president of the Board of Education, said that L. W. Reese, of Columbus, would take charge temporarily. Mr. Reese, State high school supervisor, came here with Dr. E. L. Bowsher, State director of education, who addressed a student assembly in an effort to end the strike. Dr. Woollard declined comment on the suspension of Mr. St. Clair, who also refused a statement.

Voted Prettiest

HARTFORD, Conn. — Lulu Dwin, Negro, has been named the prettiest girl in the graduating class at Weaver High School here. The class, composed of 159 pupils, graduated at the end of the mid-winter term. In addition to the beauty honor, Miss Dwin's classmates chose her the "most courteous" student in the class as well. Weaver High School has a regular enrollment of 2,000 pupils. It is one of three here, and the student body is predominantly white.

Meet These Contributors

NICHOLAS J. OGANOVIC (*"A Hobby for Each Child,"* page 133) is a graduate of the St. Cloud Teachers' College, St. Cloud, Minnesota, and as head of the grade-junior high school at Lakefield, in the same State, he pays marked attention to the program for handicapped children and the teaching of history and geography.

GRACE E. INMAN (*"The Teacher as a Social Factor,"* page 138) is a Senior English teacher and Dean of Girls in a midwestern high school in Bloomington, Illinois. Her home was in Plattsburg, New York. She received her A. B. degree from Cornell University, Ithaca, New York, and her master's from The Bread Loaf School of English, Middlebury College, Vermont.

GEORGE W. LYON (*"Who Started Arbor Day?"* page 140) lives in Pittsburgh, and says:—

"My first American ancestor was Henry Lyon, regicide, outer guard at the palace gate, Whitehall, on January 30, 1649, when Charles I of England lost his head—literally not figuratively. After the Restoration, ancestor Henry landed at Milford, Connecticut, and later, 1666, went to Newark, N. J., where he was the first judge of small causes, first tax collector and first innkeeper in the New Jersey colony. Seven generations later, your contributor was born at West Davenport, N. Y." He studied at Cornell, Columbia, and University of Pittsburgh. Held high school principalships and became English instructor in Carnegie Institute of Technology, and elsewhere. For six recent years connected with Pittsburgh public schools. His creed of education: "I believe the ultimate aim of all education is character building, and to this end let us have more of the essential facts and fundamentals of life."

School Money

New Jersey Local Taxes Provide 80% Plus

NEWARK, N. J.—More than 80 per cent of school money in New Jersey is raised by local taxes, according to the Newark Teachers' Association News. The state's share of school support is 19 per cent, and the bulk of this money comes from the state school tax of 2¾ mills on real and personal property. This is raised in the local districts and so it is generally considered to be a local tax. Actually, the state contributes nothing to public schools, it was pointed out.

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The New Curriculum in English

(Continued from Page 142)

current thought about the content, and to a smaller extent the method, of instruction in literature, reading, and expression, both oral and written. Representatives of the following organizations served on the Commission:—

National Education Association.
American Association of Teachers Colleges.
National Association of Teachers of Speech.
National Association of Colleges and Secondary Schools.
Southern Association of Colleges and Secondary Schools.
National Association of Journalism Advisers.
North Central Association of Colleges and Secondary Schools.

The report has been awaited with interest by school administrators, members of curriculum committees and by individual teachers as a guide to a revision of the English curriculum and of English teaching to bring these in line with present-day educational philosophy. The book is of especial significance in that it represents the first attempt ever made to devise an integrated course of English from the kindergarten through the twelfth grade. The recommendations of the College Committee of the Commission for the teaching of English from the freshman class through graduate school were published last year with the title, *The Teaching of College English,* under the editorship of Professor Oscar James Campbell of the University of Michigan. The two books cover curriculum problems in the entire English field.

Both books have been published for the National Council of Teachers of English by D. Appleton-Century Company.

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Grins Between Grinds

Not Yet

A little girl came prancing home from school and bounced into the kitchen.

"Mamma! There is going to be a war! There's going to be a war!" she chanted. Then suddenly catching sight of her father she asked:

"Daddy, have you been invited?"

• •

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"Not at all, ma'am, not at all," protested the man. "I know some men don't give up their seats to anyone except pretty girls, but looks don't make no difference to me."

• •

If All the Same

"How would you like your egg served, sir?"

"Is there any difference in price?"

"None whatever, sir."

"Then serve it on a thick slice of ham."

Ear Scraper

She—"What is a harmonica?"

He—"Corn on the cob set to music."

• •

Precisionist

"And so," said the magistrate, severely, "this is the fifth person you have knocked down this year?"

"Pardon me," said the girl motorist, with dignity, "the fourth. One of them was the same person twice."

• •

Among the Stars

"Now, boys," said the teacher, "tell me the signs of the zodiac. You first, Thomas."

"Taurus, the Bull."

"Right! Now you, Harold, another one."

"Cancer, the Crab."

"Right again. And now it's your turn, Albert."

The boy look puzzled, hesitated a moment, and then blurted out: "Mickey, the Mouse."

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